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## LEADERSHIP WORKSHOP

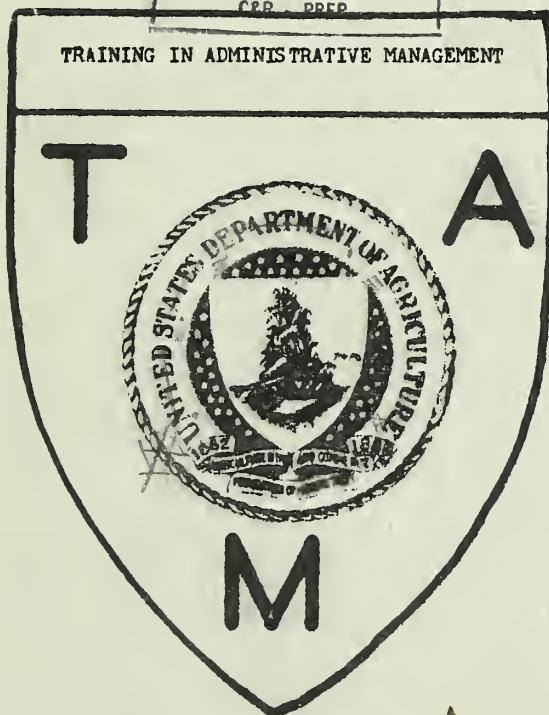
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TRAINING IN ADMINISTRATIVE MANAGEMENT



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RICHMOND, VIRGINIA

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## INTRODUCTORY



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## FOREWORD

With the tremendous increase in the activity of the Government, it becomes more essential than ever that Government executives be capable of exercising their authority and responsibility wisely and with maximum effectiveness.

The hand of the Government touches that of the citizen at literally hundreds of different points. In the Department of Agriculture, for example, the Government lends money to farmers, controls their crop production, regulates their marketing activity, induces them to conserve their soils, conducts research for better production techniques, issues crop and marketing reports, enforces standards of quality in marketing, supports prices, and conducts programs designed to bring about higher income and better living conditions.

How well those in a position of responsibility exercise their duties determines to an important degree the kind of service farmers and the general public receive and the efficiency with which public funds are utilized. Effective management therefore becomes a point of vital concern to all those employed in positions of administrative leadership.

In recent years there has been a veritable revolution in the methods and techniques of management. The use of automation, the development of new machines and labor saving devices, and the renewed emphasis on the human factor in management have made it essential that the leaders in Government pause to take stock of themselves, their ways of doing business, and their techniques of administration. Old methods no longer suffice. Government, as well as industry, must go forward and make full use of the best of the new developments in scientific management. We must become better managers in order to become better public servants.

It is the aim of this workshop in leadership development to give those attending an opportunity to get a broad view of the problems and techniques of administrative management, to learn from men skilled in the art of management, to discuss problems, and exchange information on getting our work done more effectively, and to reflect on current and future trends in public administration.

This Training in Administrative Management Workshop is an important beginning. It is expected that it will be an inspiring stimulus to devoting special attention to the problems of management. It is sincerely hoped that the application of the instruction received will result in better service to the public, more efficient use of funds, and higher standards of public administration.



## ACKNOWLEDGEMENTS

We extend our most sincere appreciation to:

The Steering Committee who made this TAM Workshop a reality and for the many hours of hard work they devoted to planning, organizing and carrying out the Richmond Leadership Workshop. The membership of this group is as follows:

W. T. Powers, Agricultural Stabilization and Conservation  
J. K. Abernathy, Soil Conservation Service  
G. R. Allison, Forest Service  
P. H. DeHart, Extension Service  
J. A. Hawthorne, Farmers Home Administration

W. T. Powers, State Administrative Officer, Virginia ASC State Committee, for doing a magnificent job of planning, organizing and conducting this workshop.

G. R. Allison, Forester, Forest Service, for the splendid job of welcoming the group and in helping to make the workshop a success.

Our Discussion Leaders for their excellent talks and presentation of the various Administrative Management topic discussions.

The Administrative Services Division, CSS, and the USDA Library, for their cooperation in securing and furnishing us with the reference material on Administrative Management.

The General Services Administration for the use of their conference room facilities in which our workshop has been held.

PARTICIPANTS ATTENDING RICHMOND TAM LEADERSHIP WORKSHOP

<u>Agency</u>	<u>Name and Title</u>	<u>Address</u>
SCS	C. D. Baker Soil Conservationist	Soil Conservation Service, USDA P. O. Box 246, Clintwood, Virginia
FHA	Thomas C. Brown Area Supervisor	Farmers Home Administration USDA, Bedford, Virginia
ARS	Walworth Brown, Administrative Officer, State and Territorial Experiment Station Divisions	Agricultural Research Service USDA, Washington 25, D. C.
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FCIC	J. B. Farrar State Director	Federal Crop Insurance Corporation USDA, Kenbridge, Virginia
FHA	Myrah B. Fields Area Supervisor	Farmers Home Administration USDA, Harrisonburg, Virginia
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## LECTURES



## PURPOSES AND OBJECTIVES OF WORKSHOP

By  
W. T. Powers

Mr. Powers occupies the position of State Administrative Officer of the Virginia State Agricultural Stabilization and Conservation Committee.

### DIGEST OF TALK

In setting forth the purposes and objectives of the Workshop, Mr. Powers emphasized the need for working together as a team in developing men as leaders for the years ahead. He further urged the group to make every effort to get all we could out of this meeting and its leaders. He referred to the careful organization and planning by the Steering Committee that went into the preparation for this TAM Workshop. He then outlined the manner in which the workshop would be conducted.

In a program of this type, it is imperative that the U. S. Department of Agriculture, as well as the individuals selected, get the greatest possible benefit from this TAM Workshop. If the sessions are as good as they should be and the ideas presented are put into effect in your jobs, good results can be expected. Everyone will be given an opportunity to participate.

Good administrators can't be made in one week; however, if proper interest is created in an individual, he can and will do the rest. Ideas planted here will spread and from them will come much good.

Mr. Powers then discussed the following:

1. What Government expects to get from this TAM Workshop:
  - a. Trained employees who will be considered for higher supervisory and administrative positions.
  - b. Improved performance by trainees already in responsible positions.
  - c. Development of a body of administrative information that will have general use in the Department.
  - d. Nucleus from which better training in administrative management will spread throughout the Department.
  - e. Trained leaders to help plan, organize, and carry out these management principles in day-to-day operations.



2. What a selected trainee may expect from this TAM Workshop:

- a. Opportunity to hear and get acquainted with a few management leaders.
- b. Opportunity to work side by side with other selected individuals on problems of agricultural administration.
- c. An opportunity to collect and present problems of administration from his own agency for cooperative solution.
- d. To receive guided instruction on management principles.
- e. Opportunity to review and discuss some of the best publications in the field of administrative management.
- f. Information and "know how" on how to plan, organize, and carry out these management principles in day-to-day operations.

Mr. Powers stated that as an integral part of the program, everyone present would participate in its execution. He said that this would be accomplished through activities and assignments such as serving as librarian; introducing speakers; leading discussions; preparing summaries of talks for inclusion in the Workshop Report; and serving on various committees for such functions as preparing the Workshop Report. He said that timely action in carrying out these functions was essential, as it was planned to distribute the completed Workshop Report on the last day of the program.

Mr. Powers emphasized the importance of each participant knowing the work and problems of their fellow workers in other agencies of the Department. He expressed the hope that we would not only get to know the functions of each agency but would take this opportunity to know each other personally. He stated that the objective of each person present should be "better service" and this was a great opportunity and challenge to accomplish this goal.

Mr. Powers suggested further participation by advance study of the various subjects included on the agenda, pointing out that a special library was available to the members for their research work. He stated that each person would benefit from the workshop in direct proportion to the time and effort expended and urged full use of the workshop's facilities. He closed by challenging the group to make this the most outstanding TAM Workshop held to date in USDA.

## MANAGEMENT IS YOUR BUSINESS

By

Ernest C. Betts, Jr.

Mr. Betts is Director of Personnel, U. S. Department of Agriculture. He began his Government career in 1939 with the Soil Conservation Service, and has held many important and varied positions since then, including service as an assistant to Secretary Benson and tours of duty with the State Department and the Technical Cooperative Administration. Mr. Betts received his advanced education at State Teachers College of Platteville, Wisconsin.

Summarized by Myrah B. Fields, Farmers Home Administration and D. E. Moore, Agricultural Stabilization and Conservation.

Introduced by W. T. Powers, Agricultural Stabilization and Conservation.

### DIGEST OF TALK

#### 1. The Situation:

These are times of great changes in the management and administrative fields and we need to take stock of where we are heading or where we ought to be heading. In our lifetime our U. S. Government has grown big and complex into a vast and far-flung enterprise reaching around the world. It reflects society's needs.

The public is furnished technical assistance, credit, social security, insurance, conservation of natural resources, electricity on the farm, irrigation and power facilities, and the list could be expanded on and on. As a result, Federal employment, for the last two decades, has been nearly 2 1/2 million civilian employees as compared with 250,000 employees in 1900.

#### 2. The Problem:

Everyone is looking for managers to supervise, direct, or lead others in a work situation. This reflects a fundamental and growing concern for a commodity in rather short supply in both industry and

Government. Forecasts of employment needs for the next ten years in this country reflect a growing demand for managers and a decline in certain trades, crafts, farmers, and laborers.

From whence will America obtain these managers?

3. To Meet the Problem:

- a. We have to go into a competitive market to attract well qualified people.
- b. We have to develop a personnel system that will attract and retain the caliber of people to carry out these new functions.
- c. More on-the-job training is required.

4. Areas in Management Field that Need Further Treatment:

- a. Executive development - Federal agencies have found that they must maximize their use of available executive personnel in the face of inevitable shortages of qualified men. This can be done only through planned development of executives for middle and top management jobs.
- b. Improvement in supervision - The major challenge here is to improve the individual-supervisory relationship. We must do more to enhance employee satisfaction, maximize their contribution, increase their productivity and raise the quality of their work. To achieve this in an atmosphere of bigness, ways must be found to release maximum capacities of individuals.
- c. Effective balance in the use of political and career executives in top management in Government - Career employees must recognize the essential responsibilities of political executives. The Executive Branch needs to appoint and control a sufficient number of top-level officials to insure successful control of policy planning and determination and the operation of programs in accordance with political policy.

5. Steps Which Can and Should Be Taken to Improve our Present Situation:

- a. Develop better standards for selection and retention of people in middle and top management positions.
- b. Conduct an intensive program for identifying and developing potential managers.

- c. Develop more effective facilities for insuring that individuals with executive competence are not permitted to remain for long in positions that do not make full use of their capabilities.
- d. Do all that can be done to see that principles of democracy remain alive and effective.
- e. Bring every sound and constructive idea we can to the service of the public through our administrative capability and enterprise.
- f. Avoid the development of costly proposals that require additional operating funds.
- g. Remember the appreciation and confidence that is inspired by a high quality of public service.
- h. Be alert to the demands of our jobs and direct our efforts toward more effective accomplishment of our tasks.
- i. Exercise a degree of prudence and considerate judgment exceeding that applied to our personal affairs.
- j. Be fully responsive to changing policies and conditions.
- k. Be sensitive to the expectation of the Congress and the public.
- l. Dedicate ourselves to a career in which the greatest reward is the satisfaction of a job well done.

#### DISCUSSION

Led by W. T. Powers, State Administrative Officer  
Agricultural Stabilization and Conservation

Basic questions raised during the discussion period brought out these major points.

1. Criteria for successful development of executives consists of decision making, seeing ahead, ability to focus on future problems, ability to deal with people and understand ethics and the human side in relations with people.
2. Improvement in supervision results in raising the quality of the work done and releasing the maximum ability of the individual.

3. The need for a balance in the use of political and career executives can be achieved by having a political executive sit in on policy meetings. Thus the career executive will not have to battle in the political arena.

4. Mr. Betts discussed Schedule A and Schedule C appointments in Government service.

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Metcalf and Urwick. Dynamic Administration.

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## ADMINISTRATIVE LEADERSHIP

By

Frank H. Spencer

Mr. Spencer is Executive Assistant Administrator, Agricultural Research Service, U. S. Department of Agriculture. He has served since 1917 in administrative management positions in the Department. He has attended the Washington School of Accountancy, LaSalle Extension University of Chicago, and Alexander Hamilton Institute of New York.

Summarized by A. J. Reiher, Agricultural Research Service and G. W. Hoy, Farmers Home Administration.

Introduced by Walworth Brown, Agricultural Research Service.

### DIGEST OF TALK

Leadership may be defined as the art of getting people to do what you want them to do, when you want them to do it, in the way you want them to do it, because they want to do it.

#### 1. Qualities of Leadership

Knowledge (a) knowledge of subject, (b) organization, (c) human nature.

Imagination.

Responsibility.

Ability to select key assistants.

Decisiveness.

Loyalty.

Dependability.

Integrity.

Unselfishness.

Patience.

Courage.

Faith (a) faith in one's self, (b) in others, (c) in the future, (d) in God.

## 2. Keys to Achievement of Leadership

Find a cause great enough to command your best.  
Keep up with developments in your field.  
Read.  
Learn from people.  
Be approachable.  
Never do less than your best.  
Think through problems.  
Plan your work.  
Practice making decisions.  
Train yourself in speaking.  
Train yourself in writing.  
Analyze and evaluate yourself.  
Never betray confidences  
Don't make promises lightly.  
Keep the promises you make.  
When you lose - be a good loser.  
Negotiate differences - do not compromise principles.  
Control your temper.  
Don't take yourself too seriously.  
Neither seek nor dodge trouble.  
Pray.

## 3. Tests of Leadership

No series of tests have been devised which can test a man for effectiveness in leadership as thoroughly and accurately as he can be tested for his knowledge of mathematics, law, or history. Fortunately leadership does lend itself to some degree of measurement. Leadership effectiveness can be studied in the light of how the organization and the leader himself react to certain criteria which may be described as tests.

### a. Organizational Tests

(1) How do the offices or shops look? Do things generally present as shipshape an appearance as it would be fair to expect from the nature of the operation? Furnishings, equipment, work flow, cleanliness, all offer clues as to the capacity of people at the head of the organization.

(2) Are employees interested in their jobs? Do they feel some concern with their work? Or are they just putting in time?



(3) Is there a sense of organizational pride? This is a strong quality which stands out very prominently where it exists. It is a strong feeling on the part of everyone connected with the organization that he is doing a job that needs to be done and that it contributes to an important end, and that the outfit with which he works is tops in its field.

(4) Is there abnormal turnover? When turnover is unduly high it usually means that there is some cause for dissatisfaction on the part of employees. Some types of jobs normally produce a much higher turnover rate than others so care must be used in evaluating.

(5) Are deadlines substantially met? In work units where things seldom get done on time there is usually a weakness at the top.

(6) How well informed are members of the organization? Employees must have enough information of the picture as a whole so they can feel a part of it. Real interest should be stimulated at all levels in the problems and progress of the organization.

(7) Can a man build a career within the organization? The size and type of the organization usually governs career possibilities. Sound leadership without adopting a "closed corporation" attitude can make it possible for a man to advance steadily to the limits of his capabilities.

(8) What happens when an emergency arises? People all along the line should be so well trained that they know what to do and would intelligently handle the situation without fear.

(9) What happens when the boss is away? The responsibility of a leader is not only to function when he is on the job, but to create an environment in which his assistants carry on freely without fear of "second guessing" when he is away.

(10) Has the personal qualities of the leader "rubbed off" on other members of the organization? A strong man creates strength in others. The degree to which a leader is able to produce through his operation a response to his own qualities is one measure of his effectiveness.

b. Criteria Which Can Be Applied to the Principles and Practices of the Leader Himself.

(1) What does advancement mean to you? In addition to money and authority, a man must feel challenged by the job as he goes up the leadership ladder. Unless your concept of advancement includes some idealistic as well as personal advantage elements, you will not achieve your best.

(2) How do you respond to the leadership of your superiors? You should be able to give your superiors the same degree of loyalty that you expect from those who are responsible to you. You must be part of a whole leadership chain.

(3) Do you have a real sense of responsibility for the welfare of your employees? Do not lightly make decisions which are going to have an impact on other people. People will come to a leader with all sorts of problems. Feel complimented that they have sensed in you a source of help in dealing with some problem that they find too much to handle alone.

(4) "Can you trust yourself when all men doubt you, but make allowance for their doubting too?" (Poem "If" by Rudyard Kipling.)

(5) Can you adopt new techniques without being swept away by the mere factor of novelty? Novelty may be interesting, but in itself has no merit. Can you take advantage of new ideas and processes without abandoning what is good in the old?

(6) Can you make use of other people ideas without appropriating all the credit? Develop and use the constructive ideas of employees. Be scrupulously careful that credit, monetary or otherwise, goes to the person who originated the idea or practice.

(7) Are you accessible without encouraging time wasters? Have time for everyone who really needs to see you without wasting it on those whose calls have no real purpose useful to you or themselves.

(8) How do you deal with mistakes?

(a) "Your own." Acknowledge them, rectify them if possible, forget them, don't worry, if you remember to do so in the sense of experience.

(b) "Your subordinates'." In serious mistakes discuss it in private with the person who made it. Let him know what he did wrong, why it was wrong, and how you think it might be avoided in the future. Give him every chance to explain how the error was made by helping him to see that it was really an error. After the discussion, wipe the slate clean. Give him another chance. If it becomes evident that a man is making mistakes because he is in the

wrong job or is unreliable, put him in a place where he will not have the chance to make mistakes or where at least their effect will be minor.

(9) Can you be tough when it is necessary? A leader must be firm in handling early breaches of discipline if he is to prevent the need of drastic action, such as a discharge later. A leader should be sympathetic but never to the extent that it can be construed as softness.

(10) Facing opposition is another area in which you will sometimes have to be tough. If you are responsible for getting the job done, stand firm until the job is done.

(11) Can you face unpalatable facts? If the problem is unpleasant, face it. Never refuse to look squarely at a problem.

(12) Can you reconcile differing viewpoints without sacrificing principles? The leader who sacrifices an important principle for the sake of temporary peace has lost the respect of everyone, including himself.

(13) Can you lead an independent discussion on the current major problems of each unit in your organization? A leader must know what is going on in each of his units to the point where he is aware of their principal problems and what is being done about them.

(14) Can you keep your hands off matters which are the responsibility of your subordinates? The less details a leader handles, the better.

(15) Do you trust people? The ability to trust people can save a leader from the curse of cynicism.

(16) Have you a vital interest outside of your job? A well-balanced leader has outside interests such as family, church, community recreation, fraternal, and hobbies.

(17) Does life look good to you? The leader has probably had more than average opportunity to observe and weigh life. He has carried heavy responsibilities, has made decisions, has made mistakes, has seen how people reacted to emergencies, has seen important developments in his organization and the motives underlying them. Yes, the world still looks like a good place in which to live.

## DISCUSSION

Led by Victor E. Levene, Agricultural Marketing Service

There was considerable reaction by the group in the form of active participation in the discussion that followed. Following are a few of the points resolved.

1. Imagination is essential in order to foresee future needs, so as to plan in that direction.
2. If delegation is to be effective, it must be a true delegation and not an assignment. The employee must be analyzed on the basis of his knowledge and ability to handle the subject before making the delegation.
3. It is permissible to negotiate a workable agreement, but principles should never be compromised. The person who sacrifices principle loses respect of everyone, including himself.
4. One must include idealistic as well as personal advantage elements if the best in leadership is to be achieved.
5. Loyalty is a two-way street and there must be communication in both directions by co-workers.
6. Decisiveness is more than a "yes" or "no" in a hurry. Think the question through and answer only when the correct answer is known. If the answer is not known, do not hesitate to say so and furnish an answer later.
7. In making a self-analysis consider the qualities for leadership and evaluate each item essential to good leadership. Do not be over optimistic or pessimistic.
8. Patience is very important in leadership qualities. Take the circumstances, evaluate them, and do the best you can with them.

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# THE SUPERVISOR'S ROLE IN MANAGEMENT

By

Dr. Wm. R. Van Dersal

Dr. Van Dersal is Assistant Administrator for Management, Soil Conservation Service, U. S. Department of Agriculture. He has had 22 years of experience in the Government. He has also had experience in operations and as a personnel officer. He is author of numerous books and other published material, dealing with many phases of conservation, supervision, staff organization, training, operations management and the like.

Summarized by Dana P. Childs, Agricultural Research Service and E. R. Minnich, Soil Conservation Service.

Introduced by C. D. Baker, Soil Conservation Service.

## DIGEST OF TALK

Dr. Van Dersal started his talk by having the students list some of the things that would identify a lousy supervisor. This group participation produced a list of 54 traits of bad supervision. This proved that the group as a whole had a very good understanding of most of the traits or actions that a good supervisor should not have.

Dr. Van Dersal then covered in a conference-type of instruction the principles of supervision as well as what supervisors have to do personally.

### 1. Principles of Supervision

General principles that a supervisor must know and keep in mind in doing an effective job are:

#### a. People Must Always Understand What Is Expected of Them.

The new employee should know:

- (1) What his agency stands for, how it is organized, how it operates, and what it does.

(2) What his particular job is, the duties he is expected to perform, what authority he has, if any, and how his job relates to those of his fellow workers and to his supervisor.

(3) How the quality of his work will be measured.

(4) How the quantity of his work will be measured.

(5) What working conditions are.

b. People Must Have Guidance in Doing Their Work

Such guidance might include:

(1) Information on current organizational developments.

(2) Techniques enabling a man to do his work better.

(3) Personality improvement suggestions.

c. Good Work Always Should Be Recognized

Ways to do this:

(1) Tell the employee - publicly when possible.

(2) Write a memo or letter - mark his and other copies for personnel folder file.

(3) Make use of awards programs by the Department, and special commendations.

d. Poor Work Deserve Constructive Criticism

Tell him in private and in a manner which would help him improve.

e. People should have opportunities to show that they can accept greater responsibility.

f. People should be encouraged to improve themselves.

g. People should work in a safe and healthful environment.



## 2. The Art of Supervision (putting the principles to work)

This will include:

### a. How to Begin Supervising

- (1) Know your people well.
- (2) Know all parts of your job well.

### b. How to Give Orders

- (1) Suggest rather than command.
- (2) Explain reasons.
- (3) Analyze situation.

### c. How to Get Help from Your People

- (1) Delegate authority judiciously.
- (2) Follow up.

### d. How to Make Decisions

- (1) Get the facts.
- (2) Take action promptly.
- (3) Check results.

### e. How to Criticize

- (1) Do it privately.
- (2) Tell him why.
- (3) Offer helpful suggestions.

### f. How to Handle Long Distance Supervision

- (1) Work plans.
- (2) Meetings.
- (3) Regular visits.
- (4) Reports.

## 3. Being a Supervisor (what supervisors must do personally)

### a. Attitude

- (1) Interested in people.
- (2) Patience.
- (3) Understanding, sympathetic, and tolerance.
- (4) Loyalty.
- (5) Receptive to suggestions.

- (6) Tactful.
- (7) Objective.
- (8) Dependable.
- (9) Cooperative.
- (10) Democratic.

b. Traits

- (1) Sense of humor.
- (2) Enthusiasm.
- (3) Imagination.
- (4) Common sense.
- (5) Integrity.

c. Abilities

- (1) Teacher.
- (2) Analyzer.

DISCUSSION

Led by J. B. Farrar, State Director, Federal Crop Insurance Corporation.

By further discussion the following points were stressed.

1. Supervision is two way - both up and down.
2. A new employee should be made familiar with all working conditions as soon as possible. This should include such things as:
  - a. Time or hours of work.
  - b. Holidays.
  - c. Leave - When - How much - How.
  - d. Pay - When and salary - deductions.
  - e. Travel - Coffee breaks - Lunch hour.
  - f. Career angles - Promotion possibilities.
3. Supervisors must have good training programs. Training should be as fast as the employee's ability to absorb instruction.

4. Very little knowledge of supervisory techniques is acquired through formal education. Workshops such as this are necessary to provide this training.

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## PUBLIC RELATIONS IN MANAGEMENT

by

William A. Lashley

Mr. Lashley is Manager of Public Relations, Reynolds Metals Company, Richmond, Virginia. He has had extensive experience in the public relations field, having previously worked in New York City in public relations work and having served on the Public Relations Staff of the Ford Motor Company.

Summarized by T. C. Brown, Farmers Home Administration and G. W. Slusser, Extension Service.

Introduced by D. E. Moore, Agricultural Stabilization and Conservation.

### DIGEST OF TALK

Management defines public relations as an attempt to create and maintain an atmosphere in which the company can work. Management is making the greatest use of public relations programs and people. The keys to public relations activity are service and understanding.

#### Functions:

1. Public relations is a staff function. It aids the lines of operations with a single purpose; that is, to improve the understanding of the agency and its policies.
2. Public relations does not make policy; this is the function of the chief executive. By his acts and decisions, the agency's relations with others are determined.
3. The public relations staff acts as:
  - a. Conductor of information.
  - b. Interpreter for public and agency.
  - c. Provider of information for agency through technical knowledge.

4. Actions speak louder than words. Much of public relations is in recommending action that identifies the organization with the public interest.

5. Impressions are what concern the public relations staff. The conveyance of information to agency personnel and to the public must be shaped so that the information given is not misconstrued.

6. Public opinion polls show that their findings are impressions and not facts.

7. What does the chief executive hope to gain from public relations?

a. To be well thought of by its employees, by the press, by persons using agency services, and by other persons of influence.

b. A field of goodwill which would result in acceptance of the programs and service offered.

8. Public attitudes are based upon opinions in three areas:

a. They do not have complete respect for an organization that does not perform its fundamental job on which rests its very basis for existence.

b. People form judgments about an organization based on what they hear, see, or know, or think they know, about the way the organization treats its people. They resent and distrust it because it seems to have no heart.

c. They judge organizations on performance--the discharge of its public responsibility.

9. Self analysis helps us spotlight the areas in which our problems and opportunities lie.

10. The major information media are:

a. News releases.

b. Radio and TV.

c. Filmstrips and photographs.

d. Personal contact.

11. If you want public interest, the action of your organization must be in the public interest.

12. Public relations is no miracle maker, no cure-all. Properly carried out it can help, but it doesn't replace good personal contact or good organizational practices.

#### DISCUSSION

Led by James Nessen, Forest Service

The group discussion was interesting and brought out the use of various media and techniques in obtaining desired results.

1. Use of film in internal communication and use in local TV programs.
2. Advance planning on any public relations program is of utmost importance.
3. Factual, interesting, and timely news releases are very effective.
4. Furnishing articles to proper source, such as local newspapers, and farm magazines, is best means of disseminating news.
5. Public relations differs from advertising.
  - a. Advertising is selling the definite.
  - b. Public relations is selling ideas.
6. Use of organizational personnel for promoting public relations wherever possible.
7. Participate in local, public, and civic affairs.
8. Public relations present companies' or agencies' point of views to employees and to public.
9. Any information must be honestly and sincerely presented.
10. Develop training in public relations for employees on local level and training in public speaking for foremen and supervisors.
11. Through internal communication, impress on each employee that they are the best public relations the agency or company has.
12. Adopt the positive approach to public relations--no alibis, no excuses.



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SOCIAL ACTION  
By  
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Summarized by L. D. McDaniel, Farmers Home Administration  
and J. B. Norment, Extension Service

Introduced by D. T. Rogers, Extension Service

DIGEST OF TALK

Social Action:

As we study Social Action programs we see they follow a certain pattern down through the action stages. Of course the proper application must be made for each situation.

To understand Social Action, we must be able to see the important parts of the over-all social system as we move from step to step in action initiation.

To start a program at the wrong stage or not to understand our part can lead to failure and inefficiency.

The following steps or phases must be considered in any Social Action Program:

1. The Social System

a. All Social Action takes place within an existing social system. This may be the State, County, Community, Church, etc.

b. We must have a general understanding of the social system to know what parts are important to our own social action program.

## 2. The Prior Social Situation

a. For every given social action there must exist some past experience in the social system which relates to the kind of Social Action now under consideration. We should determine the actual existing experience or prior experience relating to the proposed Social Action Program.

## 3. Problem (Based on a situation within the social system)

a. Social Action usually has its start by two or more people agreeing that some kind of problem or situation exists and that something should be done.

b. Action may be started by people inside social system, by someone with inside-outside interests such as an extension worker or an outsider such as a specialist.

c. Interests for initiating action may be common (farmers wanting soil testing facilities) or complementary (farmers want way to test soil and fertilizer dealer wants soil tests to help sell fertilizer).

## 4. The Initiating Sets

a. There must be sufficient agreement on the need by other people than the Social Action originators. These people who feel something should be done about the problem are the Initiating Sets.

b. The initiating set consists of two or more people, usually not more than four or five people.

c. More than one initiating set may be involved. They add ideas, alternatives and actually originate action on the idea or program.

## 5. The Legitimation Stage

a. In almost every community, or social system, there are certain people or groups, that seem to have the right authority and prerogative to pass on things to make them legitimate ideas. These people are called "legitimizers." They put a stamp of approval upon the idea.

b. The initiating set usually takes the problem to the legitimizers. To by-pass this group usually spells failure.

c. Legitimizers may be -

- (1) Formal administrators, church, clubs, etc.
- (2) Informal, certain individuals or cliques.

d. A legitimizer may have power because of money, family, prestige, key position, knowledge, past correct judgments.

e. A legitimizer may heartily endorse, say maybe, yes, no, nothing, you may use my name, won't oppose, etc.

f. If you by-pass a legitimizer, his position is challenged. At times the legitimizers may actually have to be by-passed if it is felt the program really merits action. This should be done with the consequences in mind.

## 6. The Diffusion Stage

a. After an idea has been legitimized, it is ready to be moved to the diffusion stage.

b. At the start of this stage only the idea originators, 4 or 5 initiators and the legitimizers have heard of the idea.

c. At this stage we are ready to determine if the general public or the people who feel the need of such action will define it as a need.

d. The diffusion stage takes the program to the public. In each case careful evaluation should be made to see who does this.

e. Quite often the idea originators make very poor diffusers.

## 7. Definition of Need

a. Once the diffusion set is established we try to make the problem become the people's problem. A number of techniques that can be used to get large numbers of people to see a problem and identify it as one of their problems too - Use

(1) Basic Education - This is a long range program. It does get the facts to the people.

(2) Program Development Committees - Certain key people in the community study situation, problems, resources, etc. By this method people begin to see a need.

(3) Comparison and Competition - Use approach such as "our community or our farm is not as good as someone elses."  
"People are going to another town because they have a swimming pool."

(4) Exploiting Crisis - When a crisis arises make a play on certain needs. Example - a flood may promote a flood control program. Be able to capitalize on situation as it exists.

(5) Demonstration or Trial - Set up a demonstration to show how improvement can be made. Create a need by comparison.

(6) Building on Past Experiences - (Ex. - we now use fertilizer, let's test soil and use fertilizer "efficiently.")

(7) Channeling Gripes - If people are against something, their negativeness can be transferred into being for something. Example - everyone is against undulant fever, so would be for control of Bangs disease.

(8) Survey or questionnaire - can also be a teaching aid.

## 8. Commitments to Action

a. Besides getting a definition of need from people, we must also get a commitment to do something. This may be - agreement to attend meetings; to act at proper time; to pledge money; to take part in program; vote of confidence. A commitment to action is one of the important steps in the social action process.

## 9. What We Want to Achieve (Goals)

a. Once a felt need is established, out of it must come some definite targets, goals or objectives. Some of the people must be willing to try. Whatever we try must be spelled out in:

- (1) Good criteria for goals.
- (2) Content of goals.
- (3) Human behavior changes we wish to bring about.

## 10. Explore Alternative Methods or Means

a. Usually we have more trouble agreeing on how we are going to do something than we do on what we are actually trying to do.

b. All alternatives or different ways of doing the job should be considered.

c. After considering all alternatives arrive at the best present alternative and proceed to set up the plan of action.

#### 11. Set up the Plan of Action (Plan of work)

a. After we have set up our goals and objectives and have decided on the basic methods we should use, then we will want to set up a plan of action - a program with the organizational structure to carry it out.

b. In the plan of action such things should be considered as -

- (1) A time schedule.
- (2) Committee set-ups.
- (3) Kinds of personnel needed.
- (4) Buildings required.
- (5) Visual aids or other methods.
- (6) Needs for meetings.
- (7) Publicity.

#### 12. Mobilizing and Organizing Resources

a. Once we have laid down our plan of action, then we must mobilize and organize our resources so the plan can be carried out. Once we have the plan on paper we must find -

- (1) The time.
- (2) The people.
- (3) The resources.
- (4) The physical facilities.
- (5) Whatever else is needed to actually carry the plan into action.

b. People who take part in plan -

- (1) Have agreed on the need, goals, objectives, methods and plan of action.
- (2) Must be mobilized and organized.

#### 13. Launching the Program

a. As we move into gear in terms of Social Action, some programs basically break down into sort of a launching process. This launching might take the form of -



- (1) A fund drive.
- (2) A series of tours.
- (3) A big kick-off dinner.
- (4) A big full page ad-campaign.
- (5) A telephone network call.
- (6) A big publicity splurge.

b. The purpose of a launching program is to make a big event so that people will know we now are into the action stages of the program.

c. Some programs move slowly because of their nature. Your plan of action must take this into consideration.

#### 14. Carry Out Program (Action steps)

a. This consists of the various action steps necessary to carry the program forward.

#### 15. Continuing and Final Evaluation

a. Between each of the action steps as at all the places along the social action scale, we stop and evaluate. We evaluate what we have done; our next immediate goal; alternative methods for reaching that goal.

b. Make the next move in light of this evaluation.

c. Final or total program evaluation.

- (1) Did we accomplish what we set out to do?
- (2) Were the methods good?
- (3) Did we make good use of resources?
- (4) Why was the program successful?
- (5) Or why did it fail?
- (6) How would we plan differently if we were to do it over again?
- (7) What did we learn?
- (8) Where do we go from here?

### DISCUSSION

Led by C. D. Baker, Soil Conservation Service

Discussion was encouraged and conducted throughout the presentation. The following summary principles were derived from the discussion.



1. As professional workers we must know what (facts, attitudes, skills) we want the learner to learn.
2. We must involve people in carrying out our job.
  - a. People will learn fastest when they participate actively.
  - b. People learn fast when they have a felt need.
  - c. People respond and learn when they have been made to feel respected or important.

## THE GROUP PROCESS IN ADMINISTRATION

By

William E. Bright, Jr.

Mr. Bright is Chairman of the Committee for Employee Development; The Pure Oil Company, Chicago, Illinois. He was graduated from Brown University and has studied Semantics, Communications, Human Relations and Adult Education at Northwestern and Chicago Universities. He is a faculty member of Lake Forest College, Industrial Management Institute. He has gained wide knowledge of sales, supervisory, training, employee and management development experience with The Pure Oil Company since 1939. He is a member of the National Industrial Conference Board Advisory Council on Development, Education and Training; Adult Education Association; American Society of Training Directors; and other national societies.

Summarized by S. T. Ford, Agricultural Stabilization and Conservation and A. W. McCormick, Agricultural Marketing Service

Introduced by Maynard C. Heckel, Extension Service

### DIGEST OF TALK

Mr. Bright at the beginning stated that his was not a lecture type of presentation but a group participation or demonstration type. There are three types of techniques in the group process in administration, namely:

1. Case study.
2. Quick study.
3. Consultative or responsive.

Three experiments were conducted which emphasized the three techniques.

1. Experiment No. 1. Man and the Desk. This involved the presentation of a case where some confusion had resulted because of some inside moves within an office. Participants in the workshop were asked to state a condition which they felt had a bearing on the case and have his co-workers "play back" or tell what the first person was trying to relay. Among the many things the experiment showed were:

- a. It is difficult for supervisors to listen or take in what a person is saying.
- b. People have pre-conceived ideas or anticipate what a person may be trying to relay to another.
- c. People do not easily get the emotional impact of the message.

2. Experiment No. 2. The Missing Persons Bureau. This experiment dealt with the quick study technique and a message was read at the conclusion of which each person was asked to write down the first thing which came to mind. 52% of the participants rejected the message as unsound; 35% of the group were neutral or had no definite conclusions. The message was sound in principle and one which each participant accepted after it was explained. This experiment showed that:

- a. We are too quick to size up a situation or condition.
- b. We do not get the true meaning before deciding.
- c. We should obtain facts and secure participation from fellow workers where possible before making a decision.

3. Experiment No. 3. Risks Technique. This experiment was a demonstration of a method for introducing an idea or policy about which feelings are likely to run high. A policy was stated and the group was asked to think negatively. Numerous objections or faults were found in the policy as stated. A list was also made of the good points or advantages of the policy. This demonstration or experiment showed that:

- a. People like to get objections out of their system.
- b. Good points sometimes outweigh weak or objectionable points.
- c. Difficult for group to reach a final and unanimous conclusion or agreement.

## DISCUSSION

Led by G. R. Allison, Forest Service

There was strong and active participation in discussions regarding the three experiments and their implications on the Group Process in Management.

Following are a few of the points brought out:

1. A lot of time is required for the group to develop policy or make decisions.
2. Management should consult with his people BEFORE making a decision.
3. Decision as to policy should be explained to employees. Management in making decisions should avoid withholding unpopular or unpleasant implications involved in decisions made.
4. Committees and groups should be used for their knowledge, feelings and experiences, but the decision should be made by one person who has a more technical knowledge of the problem to condition being decided upon.

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# THE HUMAN SIDE OF THE ADMINISTRATIVE PROCESS

By  
Robert T. Hayden

Mr. Hayden is a native New Yorker. He holds a B.S. degree in Journalism from New York University, and has been employed by Eastern Air Lines for the past 13 years. For 11 years he worked in the Traffic and Sales Department, having worked as a reservation sales agent, sales supervisor, and sales representative in Miami prior to assuming his job at Public Relations Manager in January 1957.

Summarized by B. B. Merrill, Forest Service  
and D. T. Rogers, Extension Service

Introduced by J. H. Vaden, Soil Conservation Service

## DIGEST OF TALK

The administrative process, as I see it, is the art of getting things done through people. This is accomplished through the proper utilization of six basic steps:

1. Objectives.
2. Planning.
3. Organizing
4. Directing.
5. Coordinating.
6. Controlling.

If a business enterprise is to survive and prosper, it must provide products or service at a profit. Management has a two-fold purpose: (a) To utilize its resources, i.e., time, money, manpower and materials to get the right thing done at the right time. This will result in the lowest possible cost; highest possible profits; and the best possible product or service. (b) To improve and strengthen itself.

Here is a simplified definition of the six basic steps of the administrative process.



## 1. Objectives.

A precise yet simple declaration of purpose which everyone in the organization can understand the goal.

## 2. Planning.

Deciding the proper thing to do and the proper time to do it. Getting there "fustest with the mostest."

## 3. Organizing.

Laying out a specific course of action and then providing the proper personnel, materials and methods to accomplish the goal under competent direction.

## 4. Directing.

Selecting proper personnel to do the job and then delegating to them the authority and responsibility to get the job done. Don't make the mistake of telling them how to do it. Let them use initiative.

## 5. Coordinating.

The skillful blending of all directed activities for the purpose of accomplishing the over-all goal. (Main objective.)

## 6. Controlling.

Through follow-up inspection and evaluation of the efforts of all on-the-job performances to insure the success of the principal objective.

There's an old adage - "You can't drive to town unless you've got the horses." The human side of the administrative process refers to the care and training of the people or individuals who are responsible for the successful operation of the administrative processes.

As stated before, the only reason for the establishment of a business is to make a profit. In any business under our free enterprise system jobs may differ - but the people remain the same. Since making a profit is the main objective, then all plans and decisions should be aimed towards that end. One of the main reasons for failure of business enterprises is poor or bad supervision and management of people.



Individuals should have to prove, in advance, their ability to manage people before being put in a supervisory capacity. Job knowledge alone should not be the only consideration in selecting supervisory personnel.

In one respect the functioning of employees can be compared to the functioning of a machine. A machine operates within its specifications: If it doesn't function properly, we analyze it and find out what causes the trouble.

We should apply the same technique to people. Do not criticize harshly. Find out what causes the employee to break down and then take proper action to correct it.

In one respect, every worker is a "handicapped worker" - handicapped to the degree of his or her lack of perfection. In dealing with the human side of the administrative process you have to remember some simple rules that apply to all individuals:

- a. You can't change human nature. (You can control or direct it and understand it only.)
- b. Everyone needs recognition and praise.
- c. People want to be informed. (Not kept in the dark or dependent on the rumor mill for information.)
- d. Most people are joiners - they want to belong to a group that have a standard to live up to.
- e. People resist change and are afraid of the new.

Here are some keys to understanding human nature on the job.

- (1) It's normal for normal men and women to be dissatisfied.
- (2) People want to put their confidence in competent leadership.
- (3) Basic human needs are at the base of bragging.
- (4) You can't cure disease by dealing with symptoms. Everything that happens has a cause. So it is with human behavior. Study causes and you will understand results.

That is really an over-simplification of understanding the human side of the administrative process.

## DISCUSSION

Led by J. S. Shackleton, Jr., Agricultural Stabilization  
and Conservation

One of the first points brought out in the discussion was that Department of Agriculture people are like other people. The job may differ, but people remain the same.

1. Recognition by fellow employees of outstanding accomplishment should be provided for as well as recognition by management.
2. If people have confidence in you as a supervisor, you will have no problem in production.
3. Employees should be informed of the benefits they receive (other than the pay check) through conferences or meetings involving family participation. Never forget the wife.
4. In regard to dissatisfaction, sometimes by their basic nature, complaints don't mean that something is wrong. They are a warning signal. To generalize, deal in terms of the behavior of people rather than the people themselves.
5. Executives should be aware of self-improvement. One of the most important areas is training in public speaking.
6. A Management Council is important in any organization. Such a council tends to break down the wall that exists between departments of an agency. A meeting once a month gives executives a chance to meet socially and to become better acquainted.

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## WORK PLANNING, SCHEDULING, AND MEASUREMENT

By

Robert P. Beach

Mr. Beach is Assistant Deputy Administrator, Operations, Commodity Stabilization Service, U. S. Department of Agriculture. He joined the Department in 1930 and has held progressively important positions, including Chief of Financial Analysis Division, Fiscal Branch, PMA, and Director of Budget Division, PMA. He holds a B.A. degree from George Washington University of Washington, D. C. He received a distinguished service award in 1957.

Summarized by Victor E. Levene, Agricultural Marketing Service and John T. Rountree, Agricultural Stabilization and Conservation

Introduced by S. T. Ford, Agricultural Stabilization and Conservation

### DIGEST OF TALK

#### 1. Introduction

- a. Work plans tell how to do.
- b. Work schedules tell when to do.
- c. Work measurement tells what was accomplished.

Fitted together, these result in accomplishment of jobs in an orderly and effective way.

#### 2. Work Planning

- a. Have it under the leadership of someone other than the person responsible for program planning. At the same time see that the two are coordinated.
- b. Procedures need to be so written to carry out the work plans.

c. Plans of work need to be made, reviewed, and coordinated at all levels.

d. Must come from the bottom on up to the top. It must be directed and followed up from the top to the bottom.

e. Work capacity and budget must be coordinated.

### 3. Work Scheduling

a. Various segments must be times in the proper order and length to result in an estimated calendar of events.

(1) Puts work in line for completion in order of desired priority.

(2) Aids in man power in financial planning and aids in avoiding backlogs.

b. As circumstances change, revisions in schedules are required with new programs.

c. Sufficient time should be allowed for each operation so the work schedule can be flexible, and still meet target dates.

### 4. Work Measurement

a. Determines extent plans are carried out and schedules met.

b. Proved successful in large offices.

c. Without it there is no realistic method of determining effects of change in volume of operations on man power, costs, and operating plans.

d. Basic steps involve:

(1) Definition of each measurable item.

(2) Count each significant item as it becomes part of workload.

(3) Count number significant items completed.

(4) Measurement of all the time spent throughout the office on all steps involved.

(a) Use a uniform system of coding to keep the number of items to a minimum.

(5) Record time spent on each type of work not measurable in terms of units.

(6) Monthly reports showing for each item:

(a) Number of units received.

(b) Number of units completed.

(c) Number of units on hand at beginning and end.

(d) Number of man days expended on each item.

(e) Number of man days indirect labor and leave taken.

e. Major problems are:

(1) Determination of which items to count.

(2) At what point they should be counted.

(3) Achieving uniformity in counting techniques.

(4) People dislike having their work measured, at first.

f. Accomplishments

(1) Improved production efficiency.

(2) Lower cost and man power requirements.

(3) Formulation of realistic budget estimates.

(4) Execution of budget.

(5) Planning and other aspects of office management.

(6) Prediction of reasonably accurate man power requirements and cost.

(7) Increased over-all production rates each year.

(8) Permits fully supported and documented budget, operation, and other presentations. Eliminates "guesstimates" and generalizations.



g. Electronic data processing will make many changes. It will increase rather than decrease its importance to management.

(1) Work measurement provides base from which EDP feasibility studies may be made effectively.

## 5. Summary

### a. Basic Requirements

- (1) Well thought out work plans.
- (2) Document and follow-up work plans.
- (3) Definite time schedules.
- (4) Comprehensive and consistent work measurement.
- (5) Review and appraisal.

## DISCUSSION

Led by E. R. Minnich, Soil Conservation Service

1. Moving personnel around as work load warrants.
2. When emergencies occur, budget estimates are usually supplemented.
3. Flexibility of work schedules.
4. Work measurement principle is being used to a great extent as a tool to improve efficiency.
5. Electronic data eliminates paper work that banks used to accomplish.
6. Revising procedure is more economical than making ink changes.
7. An explanation of the Commodity Credit Corporation.
8. Problems of agricultural surpluses.



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## ARE YOU COMMUNICATING IN MANAGEMENT?

By  
Maynard C. Heckel

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Summarized by C. D. Baker, Soil Conservation Service and J. B. Farrar, Federal Crop Insurance Corporation.

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### DIGEST OF TALK

Communication is not solely a media of communicating through letter, wire or telephone. It could be described as any behavior that leads to an exchange of meaning. It is a two way process of transferring information, occurring only when the observer or recipient receives and registers the information transferred.

Communication is the method or process involving the transfer of information from one person or group to another person or group. To be effective, communications should be complete, consistent, clear, concise and correct. Some of these reasons why there is often failure in communication are:

1. Not saying things clearly.
2. Speaking when the other fellow isn't listening.
3. Getting our message too far ahead of the other fellow's understanding at that time.
4. Trying to get our message to closed minds.
5. Performing in a role that the other fellow does not expect, believe, or accept.

6. Being satisfied that we are right when others consider us wrong--and proceeding with our message.
7. Failure to see the problem from the other fellow's viewpoint, before proceeding.
8. Disregarding the beliefs, habits, and customs of the other fellow, while trying to communicate.
9. Forgetting that it takes time and energy for the mind to absorb and digest information.

There are certain generalizations on communication that can be stated. A few of them are:

1. A prejudice may be the basis which allows an individual to maintain belief in a piece of fiction which, to him, remains a fact.
2. Two different points of view may both be right--on the basis of the facts each person understands--until all of the facts are understood.
3. Different conclusions, drawn from the same or different facts, may be reached by different people who believe differently about certain principles.
4. Persons tend to supply their own reasons for actions, until they are supplied with better and more factual reasons.
5. People understand a situation from their frame of reference. That is why it is so important to look at things from the other fellow's point of view.
6. Tuning in on the middle of a message may lead to the wrong conclusion.
7. Feelings, emotions, beliefs, and prejudices are as important considerations as the clarity of the message.

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ADDENDUM





## PREPARATION OF REPORT

This report was prepared in the course of the TAM Workshop. Various lectures were summarized daily and the completed report placed in the hands of the group during the final session.

This procedure gave workshop members excellent experience in the prompt preparation of complete yet concise reports. It also permitted summarizing the information while the subject matter discussed was fresh in their minds.

A better report may have been produced had a slower and more deliberate procedure been followed. However, it is believed that advantages of issuing this report promptly is of utmost importance.

The outline is more preferable, we believe, than a more voluminous one which would have resulted from a longer preparation period.

We hope that this summary will be useful to each of you not only as a report but as a reference medium in planning and conducting your own Administrative Management meetings.

The Committee appreciated and enjoyed the opportunity of working on this project and wishes to thank the entire group for their cooperation and assistance.

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